

Walking on the Moon for the First Time

Genre: Informational Text

Standards

Primary

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Secondary

CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.

CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Lesson Overview

Lesson Summary

Students explore how multiple sources of information contribute to understanding a topic. They read a firsthand account of the first moon walk from Apollo 11 astronauts. Then they read an informational text about the features of the moon and watch a video of the Apollo 11 moon landing. Students compare and contrast the information provided in each text. Students conclude the lesson by using multiple sources to write a research paper about a place they have never visited.

Essential Questions

- How do we learn about the moon?
- Why is it important to explore a variety of sources when learning about new topics?
- What kinds of information can we learn from firsthand and secondhand accounts?
- How can I write an informational text to examine a topic and convey my ideas and information?

Sessions

- **Session 1:** One Small Step
- **Session 2:** The Geography of the Moon
- **Session 3:** Moon Walk
- **Sessions 4/5:** Researching and Writing an Informational Text

Session 1: One Small Step

Session Summary

Students view a photograph of the moon as they discuss what they know about the moon and how they learned it. They read a firsthand account of the Apollo 11 moon landing and use context clues to determine the meaning of academic vocabulary in the text. Students read the text a second time, asking and answering questions to help them focus on the key concepts in the text.

CCSS Standards

- **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **CCSS.ELA-Literacy.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

Essential Questions

- How do we learn about the moon?
- What kinds of information can we learn from firsthand and secondhand accounts?
- Why is it important to explore a variety of sources when learning about new topics?

Tasks

- **Text Analysis: Point of View and Context Clues** Students discuss the text features of an informational text and the characteristics of firsthand accounts. They use context clues and contextual definitions to determine the meaning of domain-specific vocabulary in a text. (RI.3.4, RI.3.7, L.3.4a)
- **Close Reading: Ask and Answer Questions** Students ask questions to focus their reading. After reading the text a second time, small groups discuss and answer close reading questions and then dramatize a dialogue in the text. (RI.3.1, SL.3.1)

Teacher Preparation

- ["Crater Copernicus, Moon: Rays"](#)
- [Man on the Moon](#) (one copy per student)
- [Vocabulary Chart](#) (one copy per student)
- [Close Reading: "Man on the Moon"](#) (one copy per student)

Instructional Procedure Chart

Section	Time	Instructional Sequence
		To tap prior knowledge, display the image "Crater Copernicus, Moon: Rays" and ask students to identify what is depicted in the photograph. (<i>The moon</i>) Point to a crater, and ask if anyone knows what that feature is called.
		Invite volunteers to share what they know about the moon, including non-factual information, such as "man in the moon" and that it is "made of cheese."
		Ask the first essential question: <i>How do we learn about the moon?</i> Guide a discussion by asking:
Activate Thinking: Tap Prior Knowledge	5 minutes	<ul style="list-style-type: none"> • What have you learned just by looking at the moon? • What have you read about it? • Have you ever looked at it through binoculars or a telescope? How did that change what you knew?
		Build on student responses by posing the question: <i>What resources do people use to learn about new topics and subjects?</i> Write this question on the board and start a list of student answers beneath it. Encourage students to add to this list throughout the lesson.
Text Analysis: Point of View and Context Clues	25 Minutes	<p>Before reading, have students think about questions they might ask someone who has actually been to the moon. Write their questions on the board or on chart paper. Encourage them to keep these questions in mind as they read the text.</p> <p>Distribute the passage "Man on the Moon" and begin a preview of the text by reading aloud the title. Ask students what an eyewitness account is. Guide students to understand that an eyewitness account is written by someone who actually experienced an event. Write the term <i>firsthand account</i> on the board, and explain that it is another term for an eyewitness account. Ask students what a reader can learn</p>

from a firsthand account that he or she could not learn from another type of text.
(Sample response: *how the writer felt during the event in his or her own words*)

Read aloud the first paragraph of the text as students follow along. Engage the class in a discussion about the first moon landing. What do they know about it? Have they read about it? Have they seen videos or movies about it? Ask them to imagine and describe what it might have been like both for the astronauts and for people on Earth who were watching the first moon landing live on television.

Continue to preview the text features, focusing on the photographs. Ask students what they see in the photographs and how the images help them understand what the text is about.

Next, focus on the dialogue on the first page and beginning of the second page. Ask students how they know that this text is a dialogue (*The names of the speakers are in bold type and the text shows what people said*). Explain that “Houston” is a label for the command center in Houston and that “Armstrong” is Neil Armstrong, the first person to walk on the moon. Provide context by explaining that speakers use the word “Roger” to acknowledge that they have heard what the other person said over a radio.

Distribute the [Vocabulary Chart](#) and invite a volunteer to read the directions aloud. Explain that students will read the dialogue between Armstrong and NASA, and write unfamiliar words in their charts.

When students have finished reading, have partners work together to complete the context clues column of their charts. Model using context clues by reading the first sentence before the dialogue aloud (yellow text beginning with “From the Apollo 11...”). Point out the word *module*. Note that the astronauts are crawling from one place to another.

Say: *From reading the introduction, I know that the command module is a part of a vehicle that goes into space. This makes me think that the lunar module is also a part of the vehicle. Since the astronauts are crawling to it, it must be the vehicle that they will use to land on the moon. I will check my thinking with the dictionary.* Read the dictionary definition aloud, and then summarize it. Show students how you would note your findings on the graphic organizer.

Circulate to help struggling students find nearby contextual clues. Then, encourage students to define the terms in their own words if they are able. Allow time for partners to report back to the class with their answers and definitions. Invite volunteers to look up the words in a dictionary to evaluate the definitions. Encourage students to add to their charts based on what their classmates share.

Distribute [Close Reading: “Man on the Moon”](#) and invite volunteers to read the questions on the Activity. Explain that asking questions before reading can help readers focus their attention and understand and remember what they read.

Close Reading:

Ask and Answer 25 Minutes

Questions

Have students read the text a second time. When they have finished, divide the class into groups of three, and ask the groups to read and discuss each question and then write their answers on the Activity. Invite the groups to share their responses with the whole class.

Then, have the small groups return to the text and take turns acting out the parts. One student should be Armstrong, one should be Houston, and the third should be the narrator. Ask students to consider how each speaker might feel on this historic occasion of the first moon landing and encourage them to express those feelings in the way they read the dialogue.

Prompt students to think about the point of view in the text. Ask them how the text would be different if someone who wasn't there was describing the first moon landing. *(We wouldn't know how the astronauts felt about the experience. We might not learn all of the details of taking a step on the moon.)*

Return to the list of questions for astronauts that students created before reading the passage the first time. Discuss which of the questions have been answered, and encourage students to add new questions based on their reading. Guide them to understand that the process of learning about a topic often prompts additional questions and that those new questions can help you decide which kinds of resources to examine next. Save this list of questions for use in the following session.

Remind students that during the session, they looked at an image of the moon, discussed what they know about the moon, and read a dialogue that occurred during the first moon landing. Pose the essential question – *Why is it important to explore a variety of sources when learning about new topics?* – and have students describe what they have learned about the moon from each resource the class has studied so far. Prompt students to discuss why it is important to learn about a topic from multiple resources.

Wrap Up 5 Minutes

Explain that students will continue to learn about the moon using new kinds of resources.

- Bold text in the Instructional Sequence highlights explicit instruction to the Common Core standards.

Session 2: The Geography of the Moon

Session Summary

Students read a firsthand account of how an astronaut felt before traveling to the moon and discuss what they can learn from a writer's personal experiences. Students then read an objective scientific article about the geography of the moon, and use contextual definitions to define domain-specific vocabulary words.

CCSS Standards

- **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **CCSS.ELA-Literacy.RI.3.6** Distinguish their own point of view from that of the author of a text.
- **CCSS.ELA-Literacy.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

Essential Questions

- How do we learn about the moon?
- Why is it important to explore a variety of sources when learning about new topics?
- What kinds of information can we learn from firsthand and secondhand accounts?

Tasks

- **Close Reading: Point of View** Students read an astronaut's account of his feelings prior to the moon landing. Students compare the astronaut's account to how they would feel if they were traveling to the moon. (RI.3.1, RI.3.6, RI.3.7, SL.3.1)
- **Vocabulary Acquisition: Context Clues** Students read an informational text about the geography of the moon and use context clues and contextual definitions to determine the meaning of domain-specific vocabulary in a text. (RI.3.1, RI.3.4, L.3.4a)

Teacher Preparation

- [Man's first walk on the moon, 1969](#)
- [Man on the Moon](#)
- [Features of the Moon](#) (one copy per student)
- [Vocabulary Chart](#) (one copy per student)

Instructional Procedure Chart

Section	Time	Instructional Sequence
Activate Thinking: Whole-Group Discussion	5 minutes	To review the previous session, have students view the image Man's first walk on the moon, 1969 . Explain that this is an image of Neil Armstrong's first steps on the moon. Invite volunteers to describe what they see. Ask students what aspects of the image remind them of the text they read the previous day. Return to the essential question – <i>Why is it important to explore a variety of sources when learning about new topics?</i> – and ask students what they can learn from images.
		Ask students how they might feel if they were astronauts flying to and landing on the moon for the first time. Write down student answers on the board or flip chart. Then have students look at the second page of the reading passage Man on the Moon . Explain that this section, “Space Jitters,” is about Astronaut Michael Collins's feelings about his flight to the moon.
Text Analysis: Point of View	25 Minutes	Have students read the section. Then, invite students to summarize how Collins felt about his first moon flight. Explain that the text is written from Collins's point of view. He is describing his own feelings about space flight. This passage, along with the dialogue between Neil Armstrong and NASA that students read the previous day, are both firsthand texts.
		Lead a class discussion about “Space Jitters.” <ul style="list-style-type: none"> • What words would you use to describe Collins? What evidence from the text helps you answer that question? • How does Collins's firsthand account add to your knowledge of the moon? • Why is it important to read firsthand accounts?

Have students compare what they said about their own feelings about landing on the moon to what Collins wrote. Ask: *Which feelings did you share with Collins? Which feelings were different?*

Explain that firsthand texts are only one way to learn about a new subject or topic. The next text students will read provides a different point of view.

Distribute [Features of the Moon](#) and preview the text with students. Guide students to recognize that this reading passage doesn't contain dialogue. It is an informational text about the surface of the moon. Explain that this text is an example of a *secondhand text*. It contains facts about the moon and was written by someone who has not visited the moon.

Distribute a new copy of the [Vocabulary Chart](#). Invite a volunteer to review how the class used the chart in Session 1. Tell students that they will read this text several times. During the first read, they will learn the definitions of scientific vocabulary words connected to the moon. Before they begin reading, have students list the boldfaced terms from the text in column one, and fill in the appropriate circle in column two. Have students pause here. Ask: *Do you recognize any of these words from the first text? Which ones?*

Vocabulary Acquisition: 25 minutes
Context Clues

Have students read the text. Then, have partners use context clues to complete their charts together. Ask each pair to describe how they used context to define one of the words.

If time allows, discuss other ways of determining the meanings of these vocabulary words, such as prior knowledge about their Latin roots (*telescope*, *astronomers*, and *maria*, for example) and an analysis of compound words (*highlands*).

Explain that students will read the text a second time in the next session.

Wrap Up 5 Minutes

Return to the list of questions that students asked at the end of the first session. Ask students to fill in any answers to the questions that they learned today and to add new questions that they have about the moon.

- Bold text in the Instructional Sequence highlights explicit instruction to the Common Core standards.

Session 3: Moon Walk

Session Summary

Students perform a second close reading of an informational text about the geography of the moon. Students use a graphic organizer to compare and contrast the ideas in the informational text to the firsthand account of walking on the moon. Students then watch a video featuring footage from the Apollo 11 mission and compare what they learn from the video to what they have learned from the written texts.

CCSS Standards

- **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Essential Questions

- Why is it important to explore a variety of sources when learning about new topics?
- What kinds of information can we learn from firsthand and secondhand accounts?

Tasks

- **Close Reading: Compare and Contrast Point of View** Students use a graphic organizer to compare and contrast the information they learned from two texts. Students discuss the different types of information that come from firsthand and secondhand texts. (RI.3.1, RI.3.9, SL.3.1)
- **Media Analysis: Comparing Film to Text** Students watch a short video and compare the information in the video to what they have learned from written texts. (RI.3.1, RI.3.9, SL.3.1)

Teacher Preparation

- [Features of the Moon](#)
- [Man on the Moon](#)
- [Humans Walk on the Moon](#) [3:10–6:50]
- [Comparing Texts from Different Sources](#) (one copy per student)

Instructional Procedure Chart

Section	Time	Instructional Sequence
		Revisit the essential question: <i>Why is it important to explore a variety of sources when learning about new topics?</i> Ask students to think of a topic they are curious about. Have them do a quick write about how they would learn about the topic. What resources would they use to learn more?
Activate Thinking: Quick Write and Group Discussion	5 minutes	Lead a class discussion about ways that people learn new information. (<i>Reading informational texts; using instruments like telescopes and sonar; reading, watching, or listening to interviews with people and other firsthand accounts; personal experiences</i>). Discuss possible benefits of using different types of sources. (<i>Instruments like telescopes and microscopes allow us to look at things we couldn't see without these tools. Firsthand accounts can tell us exactly what happened during an important moment in history.</i>) Tell students that today they will continue to learn about the moon using new resources. Remind students that the text Features of the Moon is a secondhand text. It contains facts about the moon rather than the writer's personal experiences of the moon.
Close Reading: Compare and Contrast Point of View	25 Minutes	Have students get out their copies of Features of the Moon , and distribute Comparing Texts from Different Sources . Explain to students that they will read Features of the Moon a second time and fill in the first row of the chart based on what they learned from the text. When they have finished, ask volunteers to share what they wrote. (<i>The author lists features of the moon such as marias, highlands, and craters, and explains what each features. The</i>

author talks about using telescopes and our own eyes to study the moon.)

Have students get out their copies of [Man on the Moon](#). Have small groups look back at the text and fill in the second row of the chart. (Sample responses: *Neil Armstrong describes the moon's surface as being "fine and powdery." The Apollo 11 crew went to the moon to study it. They used their senses to report on what it was like. They also collected large numbers of samples to study back on Earth.*) Then have students list one similarity and one difference between the texts using the space at the bottom of the chart.

Lead a discussion about what students wrote in each box of the chart. Ask students to list all of the ways that we learn about the moon. Have them compare and contrast the types of information they learned from each text. Guide students to understand that different texts might include the same information but that each text will present the information in a unique way.

Write the essential question, *What kinds of information can we learn from firsthand and secondhand accounts?* on the board. Have students write "secondhand" under "Features of the Moon" on their charts and "firsthand" under "Man on the Moon." Guide a discussion by asking:

- What can you learn from a firsthand account like "Man on the Moon" that you could not have learned from a secondhand account? (*The astronauts' feelings and what they experienced with their senses when they landed on the moon*)
- What can you learn from a secondhand account like "Features of the Moon" that you could not have learned from a firsthand account? (*Information about how people studied the moon in the past and definitions of the features of the moon. An astronaut walking on the moon would not have time to include all of this information.*)

Emphasize that both texts contain important information about the moon, and that by reading information from both firsthand and secondhand accounts, students have enhanced their understanding of what the moon is like.

Explain that video is another resource that they can use to learn information. Introduce the video [Humans Walk on the Moon](#) [3:10-6:50] by explaining that it shows footage from the Apollo 11 mission that students read about in "Man on the Moon." Show the video. Pause at 4:31 and again at 5:42, and ask students to use notebook paper to write down key details that they have learned in each segment.

Media Analysis:
Comparing Film 25 Minutes
to Text

Engage students in a discussion about the video with the following questions:

- Describe what the surface of the moon is like based on what you saw on the video.
- How do astronauts move around on the moon?
- What challenges do astronauts face while they walk on the moon?
- What new information about the moon and the moon landing did you learn from this video?

Explain that students will watch the video a second time. During this viewing, ask students to think about differences between information shown in the video and

information that they learned from the texts they read. Write the following question on the board: *How does watching this video add to your understanding of information about the moon?*

Pause the video at the same moments [4:31 and 5:42] to discuss the question above. Prompt students by providing a focus for each section.

- Section 1 [3:10-4:31]: How does watching this video add to your understanding of the lunar module?
- Section 2 [4:32-5:42]: How does watching this video add to your understanding of Neil Armstrong's first steps and first words on the moon?
- Section 3 [5:43-6:50]: How does watching this video add to your understanding of how astronauts move around on the moon?

At the end of the video, continue the discussion comparing the video to the text by asking the following questions:

- How is the experience of watching a video different from reading a text?
- Why is it important to learn about a topic from both written text and videos?

Ask students whether they think this video is a firsthand or secondhand account and why. Have them discuss and debate their answers. Guide students to understand that the video contains both firsthand and secondhand material. The footage and photographs from the moon landing are firsthand material, because they were recorded when the event happened. The narration and illustrations are secondhand material, because they were added after the moon landing.

Ask students to reflect on the essential question: *Why is it important to explore a variety of sources when learning about new topics?* Guide students to understand that when researching a subject, they should read or view multiple resources so that they have a deeper understanding of the subject.

Wrap Up 5 Minutes

Explain that students will be using multiple resources to research information about a place they have never been for their writing project.

- Bold text in the Instructional Sequence highlights explicit instruction to the Common Core standards.

Sessions 4/5: Researching and Writing an Informational Text

Session Summary

Students write a short research paper about a place they have never visited, gathering facts about the place from multiple sources. Students work with a partner to revise and edit their writing.

CCSS Standards

- **CCSS.ELA-Literacy.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- **CCSS.ELA-Literacy.W.3.7** Conduct short research projects that build knowledge about a topic.
- **CCSS.ELA-Literacy.W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Essential Questions

- Why is it important to explore a variety of sources when learning about new topics?
- How can I write an informational text to examine a topic and convey my ideas and information?

Task

- **Writing Project: Research Paper** Students write a short research paper about a place they have never visited. They gather facts and information from at least two sources to include in their papers. Students work with a partner and offer constructive feedback to help each other revise and edit their writing. (W.3.2, W.3.2a-d, W.3.5, W.3.7, W.3.8)

Teacher Preparation

- [Research Paper Graphic Organizer](#) (one copy per student)
- [Writing Prompt: Research Paper](#) (one copy per student)
- Research Paper Rubric

Instructional Procedure Chart

Section	Time	Instructional Sequence
Activate Thinking: Summarize and Tap Prior Knowledge	5 minutes	<p>Have students summarize and describe each of the sources they used to learn about what it's like on the moon.</p> <p>Explain that students will conduct research and write about a place that they have never visited. Have students brainstorm a list of places they would like to visit. Their lists might include other cities, states, countries, or planets. Ask students to share their ideas.</p> <p>Distribute Writing Prompt: Research Paper and Research Paper Graphic Organizer.</p> <p>As a class, read the project prompt and checklist. Invite a volunteer to restate the main goal of the project: to research facts about a place they have never visited and use the information they learn to write about that place.</p>
Writing Activity: Topic Selection, Research, and Development	55 minutes	<p>Have students write the name of the place they would like to research at the top of their graphic organizers. Explain to students that they should look for information about the features of the place they are researching (<i>Are there mountains? Beaches? What is the weather like?</i>) and what people like to do there (<i>skiing, hiking, visiting museums</i>).</p> <p>Help students find travel guidebooks and publications in the school library, and provide ideas for online resources, such as the Visitor's Bureau and Chamber of Commerce websites. Remind students to use text features, such as tables of contents and indexes, to help them with their research. For example: model using the index of a travel guide to look up the geographic features of the island of Maui. Read aloud several sentences, and then model writing the source, author, and facts on the graphic organizer.</p> <p>Students also might interview adults or other classmates who have visited the location they're writing about. Review your school's policies and procedures for noting outside</p>

sources in a research paper. If students cannot conduct interviews, they can be encouraged to find firsthand accounts in books or online.

Review the Writing Prompt and Checklist. Explain that students should begin organizing their writing now that they have done research to learn facts about their topic.

Have them use the chart at the bottom of their Research Paper Graphic Organizers to group together facts that make sense. Provide a model: *I wrote that the island of Maui has beaches and mountains. Both of those facts are features of Maui. I am going to group those facts together in my first paragraph. I also wrote that people like to surf and go snorkeling on the beaches. I will group these facts in my second paragraph. That paragraph will be about what people like to do on the island.*

Writing Activity:
Organizing and Drafting 45 minutes

Reminds students that their writing should include a strong introduction that names the place they are writing about, two paragraphs containing facts and details about the topic gathered from two or more sources, linking words or phrases that connect the facts, and a concluding sentence that summarizes what they learned about their topic.

Have students complete steps 3–5 of the writing process listed on the prompt.

Have pairs exchange their rough drafts. Ask students to use their checklists to evaluate their partner's writing. Encourage partners to take turns commenting on each other's work. On the board, provide a model for constructive feedback. *I thought you did a good job of _____. I think you could make this section stronger by _____.*

Writing Activity:
Revising and Editing with a Partner 10 minutes

Schedule additional class time, as needed, for revision and completion of the writing project and/or class presentations and discussion. Students might consider publishing their final projects for others to view online.

Wrap Up 5 minutes

Provide time at the end of the session for students to discuss the writing process. Ask students to describe what they learned from the different sources they researched. Ask: *What information was the same in both sources? How were the sources different from each other?* Ask students if they would still like to visit the new place they chose based on their research and whether they would like to visit places they learned about through their peers' writing.

- Bold text in the Instructional Sequence highlights explicit instruction to the Common Core standards.